
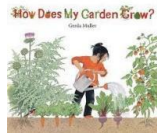
























**Manor Park First School**

**Year 2 Medium Term Plan Spring 2 2024**

	5.1	5.2	5.3	5.4	5.5	5.6
<p><b>Summer 1</b></p>  	<p><b><u>Non-Fiction:</u></b> Fantastic Beasts and Where to Find Them.</p> <p><b><u>Writing Outcome:</u></b> Non-chronological report about a mythical animal that informs but also creates intrigue around the creature</p>	<p><b><u>Non-Fiction:</u></b> Fantastic Beasts and Where to Find Them.</p> <p><b><u>Writing Outcome:</u></b> Non-chronological report about a mythical animal that informs but also creates intrigue around the creature</p>	<p><b><u>Fiction:</u></b> Fantastic Beasts and Where to Find Them.</p> <p><b><u>Writing Outcome:</u></b> Write a narrative based on finding the mythical creature.</p>	<p><b><u>Non-fiction:</u></b> How Does My Garden Grow?</p> <p><b><u>Writing Outcome:</u></b> Explanation: how to plant a vegetable garden.</p>	<p><b><u>Non-fiction:</u></b> How Does My Garden Grow?</p> <p><b><u>Writing Outcome:</u></b> Explanation: how to plant a vegetable garden.</p>	<p><b><u>Poetry:</u></b> How Does My Garden Grow?</p> <p><b><u>Writing Outcome:</u></b> Write a poem about plants, vegetables etc.</p>

<p><b>Grammar</b></p> <p><b>Grammar Focus</b></p> <p><b>Class reader:</b></p> <p>The Whale who Wanted More (Rachel Bright)</p> <p>Mr Penguin and the Lost Treasure (Alex T Smith)</p>	<p>Include features of the genre I am writing in.</p>  <p>Use conjunctions 'and or but' to join sentences. Use 'when because if that' to create subordinate clauses.</p>  <p>Punctuate sentences correctly.</p>  <p>To use apostrophes for contracted forms and the possessive form – the girl's book.</p> <p>Start sentences with an adverbial. (time, cause and place)</p> 	<p>Include features of the genre I am writing in.</p>  <p>Use conjunctions 'and or but' to join sentences. Use 'when because if that' to create subordinate clauses.</p>  <p>Punctuate sentences correctly.</p>  <p>To use apostrophes for contracted forms and the possessive form – the girl's book.</p> <p>Start sentences with an adverbial. (time, cause and place)</p> 	<p>Use an appropriate opening and ending in my writing.</p>  <p>Include details to add an element of humour, surprise or suspense. (year 3 objective but needed for GDS)</p>  <p>Start sentences with an adverbial. (time, cause and place)</p>  <p>Use of the suffix –er and –est to form comparison of adjectives and adverbs.</p> <p>Use speech marks for direct speech, e.g. "Hello" said Bob.</p>	<p>Include features of the genre I am writing in.</p>  <p>Use conjunctions 'and or but' to join sentences. Use 'when because if that' to create subordinate clauses.</p>  <p>Punctuate sentences correctly.</p>  <p>To use apostrophes for contracted forms and the possessive form – the girl's book.</p>  <p>Start sentences with an adverbial. (time, cause and place)</p> 	<p>Include features of the genre I am writing in.</p>  <p>Use conjunctions 'and or but' to join sentences. Use 'when because if that' to create subordinate clauses.</p>  <p>Punctuate sentences correctly.</p>  <p>To use apostrophes for contracted forms and the possessive form – the girl's book.</p>  <p>Start sentences with an adverbial. (time, cause and place)</p> 	<p>Effective use of vocabulary: simile, noun phrases, adverbs</p> 
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<p><b>Maths</b></p>	<p>Place Value:</p> <ul style="list-style-type: none"> <li>count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>read and write numbers to at least 100 in numerals</li> </ul> <p>use place value and number facts to solve problems</p>	<p>Geometry:</p> <ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects</li> </ul>	<p>Multiplication and Division:</p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul>	<p>Multiplication and Division:</p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul>	<p>Fractions:</p> <ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul> <p>Next Time: Work on splitting bigger numbers to make finding a fraction easier e.g. what can you split 46 into/100 into? What other knowledge can we use e.g. <math>10/2 = 5</math> so <math>100/2</math> is 50.</p>	<p>Measure:</p> <ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); mass (kg / g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres / ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>compare and order lengths, mass, volume / capacity and record the results using &gt;, &lt; and =</li> </ul>
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<p>RE</p>	<p><b>Who is Muslim and How do they Live?</b></p> <p>Who was the Prophet Mohammad and why is he important to Muslims?          What do we already know about the Prophet Muhammad?          Can you share a story about the Prophet Mohammad?</p>	<p><b>Who is Muslim and How do they Live?</b></p> <p>What difference does worshipping God make to Muslims?          Explore the 5 pillars looking specifically at Shahadah (declaration of faith) - the importance of the Qur'an.</p>	<p><b>Who is Muslim and How do they Live?</b></p> <p>What difference does worshipping God make to Muslims?          Explore the 5 pillars looking specifically at Salat (prayer)          Why is prayer important to Muslims?          Explore the patterns in Mosques, prayer mats and in the Qur'an.</p>	<p><b>Who is Muslim and How do they Live?</b></p> <p>What difference does worshipping God make to Muslims?          Explore the 5 pillars looking specifically at Zakat (almsgiving) - How can this help Muslims feel closer to Allah?</p>	<p><b>Who is Muslim and How do they Live?</b></p> <p>What difference does worshipping God make to Muslims?          Explore the 5 pillars looking specifically at Zakat (almsgiving) - How can this help Muslims feel closer to Allah? - Children will explore Zakat by providing their time to help others in the school.</p>	<p><b>Who is Muslim and How do they Live?</b></p> <p>What difference does worshipping God make to Muslims?          Explore the 5 pillars looking specifically at Sawm (fasting).          Why do Muslims fast?          Do you think this will be an easy time or a ticky time for Muslims?</p>	
<p><b>Science Block 3 weeks</b></p>	<p>In <b>Science</b> we are learning about:</p> <ul style="list-style-type: none"> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees</li> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>						



DT Block  
3 Weeks

In **Design and Technology** we are going to design and make the lamp used by Florence Nightingale 'Lady of the Lamp'.



**Skill Designing:**

- I have own ideas and plan what to do next
- I can explain what I want to do and describe how I may do it
- I can explain the purpose of the product, how it will work and how it will be suitable
- I can describe design using pictures, words, models, diagrams
- I can design and others can follow the criteria
- I can choose the best material and tools and explain my choices
- I can use knowledge of existing products for my ideas



**Skill Making:**

- I can explain what I am making and why it fits the purpose
- I can make suggestion what to do next
- I can join materials and components in different ways
- I can measure, mark out and shape materials with support
- I can describe which tools and need and why
- I can use finishing techniques to make my product look good.
- I can work safely.



**Skill Evaluate:**

- I can say what I like and do not like about existing products.
- I can say how well my designs and product met the given design criteria
- I can talk about what I would do differently next time.



**Technical knowledge (Textiles and Structures)**

- I can measure materials
- I can join materials in different ways
- I can use joining, rolling or folding to make it stronger
- I can measure textiles
- I can join textiles and explain how I did it.
- I understand that a 3 D textile structure can be made from two identical shapes.

<p><b>PSHE Relationships</b></p>	<p>Relationships - Families</p> <p>In <b>PSHE</b> we are learning to:</p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• know how to make friends</li> <li>• solve friendship problems when they occur</li> <li>• help others to feel part of the group</li> <li>• show respect for others</li> <li>• know how to help myself and others when upset or hurt</li> <li>• know and show what makes a good relationship</li> </ul> <p>NSPCC - SPEAK OUT - STAY SAFE!</p> <p>Pantosaurus!</p>	<p>Relationships - Keeping Safe - Exploring Physical Contact</p> <p>In <b>PSHE</b> we are learning to:</p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• know how to make friends</li> <li>• solve friendship problems when they occur</li> <li>• help others to feel part of the group</li> <li>• show respect for others</li> <li>• know how to help myself and others when upset or hurt</li> <li>• know and show what makes a good relationship</li> </ul>	<p>Relationships - Friends and Conflict</p> <p>In <b>PSHE</b> we are learning to:</p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• know how to make friends</li> <li>• solve friendship problems when they occur</li> <li>• help others to feel part of the group</li> <li>• show respect for others</li> <li>• know how to help myself and others when upset or hurt</li> <li>• know and show what makes a good relationship</li> </ul>	<p>Relationships - Secrets</p> <p>In <b>PSHE</b> we are learning to:</p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• know how to make friends</li> <li>• solve friendship problems when they occur</li> <li>• help others to feel part of the group</li> <li>• show respect for others</li> <li>• know how to help myself and others when upset or hurt</li> <li>• know and show what makes a good relationship</li> </ul>	<p>Relationships - Trust and Appreciation</p> <p>In <b>PSHE</b> we are learning to:</p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• know how to make friends</li> <li>• solve friendship problems when they occur</li> <li>• help others to feel part of the group</li> <li>• show respect for others</li> <li>• know how to help myself and others when upset or hurt</li> <li>• know and show what makes a good relationship</li> </ul>	<p>Relationships - Celebrating My Special Relationships</p> <p>In <b>PSHE</b> we are learning to:</p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• know how to make friends</li> <li>• solve friendship problems when they occur</li> <li>• help others to feel part of the group</li> <li>• show respect for others</li> <li>• know how to help myself and others when upset or hurt</li> <li>• know and show what makes a good relationship</li> </ul>
<p><b>PE coach - Striking and Fielding</b></p>	<p>To track a rolling ball and collect it.</p>	<p>To develop underarm throwing and catching to field a ball.</p>	<p>To develop overarm throwing to limit a batter's score.</p>	<p>To develop hitting for distance to score more points.</p>	<p>To be able to get a batter out.</p>	<p>To understand the rules of the game and use these to play fairly.</p>
<p><b>PE Class - Target Games</b></p>	<p>To consider how much power to apply when aiming at a target.</p>	<p>To understand how to score using overarm and underarm throwing.</p>	<p>To develop striking to a target.</p>	<p>To develop hitting a moving target.</p>	<p>To select and apply the appropriate skill to the target game.</p>	<p>To show an improvement in my personal best.</p>

<p><b>Music</b></p>	<p>In <b>Music</b> we are learning:</p> <ul style="list-style-type: none"> <li>• to learn some basic Glockenspiel skills</li> <li>• to start to follow simple dot notation</li> <li>• to further develop understanding of pitch and melody</li> <li>• to learn 'Once a Man Fell in a Well'</li> <li>• to recognise that the melody moves by step upwards and then downwards in pitch</li> </ul>	<p>In <b>Music</b> we are learning:</p> <ul style="list-style-type: none"> <li>• to learn some basic Glockenspiel skills</li> <li>• to start to follow simple dot notation</li> <li>• to further develop understanding of pitch and melody</li> <li>• to learn 'Once a Man Fell in a Well'</li> <li>• to recognise that the melody moves by step upwards and then downwards in pitch</li> </ul>	<p>In <b>Music</b> we are learning:</p> <ul style="list-style-type: none"> <li>• to identify the rhythmic patterns in 'Once a Man Fell in a Well' using Ta and Tete names</li> <li>• to recap the other elements of music and think about how their use can change the effect of a piece of music</li> <li>• to recognise and understand the different pitches in Hot Cross Buns</li> <li>• to understand how pitches can be represented in dot notation</li> </ul>	<p>In <b>Music</b> we are learning:</p> <ul style="list-style-type: none"> <li>• to identify the rhythmic patterns in 'Once a Man Fell in a Well' using Ta and Tete names</li> <li>• to recap the other elements of music and think about how their use can change the effect of a piece of music</li> <li>• to recognise and understand the different pitches in Hot Cross Buns</li> <li>• to understand how pitches can be represented in dot notation</li> </ul>	<p>In <b>Music</b> we are learning:</p> <ul style="list-style-type: none"> <li>• to play 'Once a Man fell in a well' on the Glockenspiel, showing an understanding of high and low pitch</li> <li>• to understand how dot notation can represent higher and lower pitches</li> <li>• to perform Once a Man Fell in a Well on the glockenspiel with an ostinato accompaniment</li> </ul>	<p>In <b>Music</b> we are learning:</p> <ul style="list-style-type: none"> <li>• to play 'Once a Man fell in a well' on the Glockenspiel, showing an understanding of high and low pitch</li> <li>• to understand how dot notation can represent higher and lower pitches</li> <li>• to perform Once a Man Fell in a Well on the glockenspiel with an ostinato accompaniment</li> </ul>
<p><b>Computing - Creating Media - Digital Music</b></p>	<p>L.G. To be able to say how music can make us feel.</p>	<p>L.G. To be able to identify that there are patterns in music.</p>	<p>L.G. To be able to experiment with sound using a computer.</p>	<p>L.G. To be able to use a computer to create a musical pattern.</p>	<p>L.G. To be able to create music for a purpose.</p>	<p>L.G. To be able to review and refine our computer work.</p>